

HILLCREST MIDDLE

P.O. Box 151
Dalzell, SC 29040

GRADES 6-8 Middle School

ENROLLMENT 515 Students

PRINCIPAL Dr. Burchell Richardson 803-499-3341

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	28	7	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

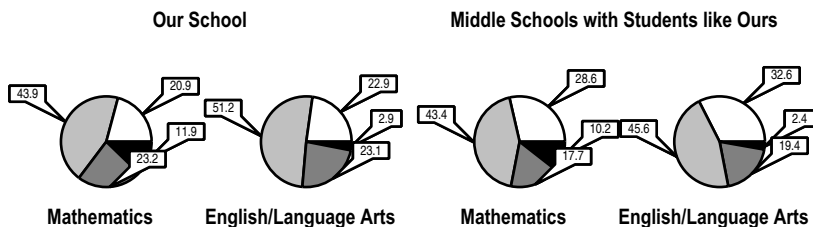
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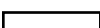
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	31	110	59
Percent satisfied with learning environment	100.0%	58.3%	69.5%
Percent satisfied with social and physical environment	100.0%	77.3%	61.0%
Percent satisfied with home-school relations	67.7%	80.9%	69.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	524	100.0	22.9	51.2	23.1	2.9	26.0	17.6
Gender								
Male	276	100.0	26.7	51.0	20.2	2.0	22.3	17.6
Female	248	100.0	17.8	51.6	26.7	4.0	30.7	17.6
Racial/Ethnic Group								
White	246	100.0	17.2	51.2	27.4	4.2	31.6	17.6
African-American	257	100.0	27.5	52.5	18.8	1.3	20.0	17.6
Asian/Pacific Islander	13	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	416	100.0	17.7	51.2	27.8	3.4	31.2	17.6
Disabled	108	100.0	44.6	51.1	3.3	1.1	4.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	524	100.0	22.5	51.3	23.3	3.0	26.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	524	100.0	22.4	51.0	23.7	3.0	26.7	17.6
Socio-Economic Status								
Subsidized meals	280	100.0	26.9	53.4	19.4	0.4	19.8	17.6
Full-pay meals	244	100.0	17.4	48.9	27.9	5.9	33.8	17.6

Mathematics								
All students	524	100.0	20.9	43.9	23.2	11.9	35.1	15.5
Gender								
Male	276	100.0	22.7	39.7	24.3	13.4	37.7	15.5
Female	248	100.0	18.1	48.7	22.6	10.6	33.2	15.5
Racial/Ethnic Group								
White	246	100.0	13.9	38.9	29.2	18.1	47.2	15.5
African-American	257	100.0	26.7	50.0	17.1	6.3	23.3	15.5
Asian/Pacific Islander	13	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	416	100.0	15.3	43.5	27.2	14.0	41.2	15.5
Disabled	108	100.0	44.6	45.7	6.5	3.3	9.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	524	100.0	20.5	44.0	23.5	12.1	35.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	524	100.0	20.2	43.8	23.8	12.2	36.1	15.5
Socio-Economic Status								
Subsidized meals	280	100.0	25.7	51.0	15.0	8.3	23.3	15.5
Full-pay meals	244	100.0	14.5	35.9	33.2	16.4	49.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	153	N/A	19.7	42.8	27.6	9.9	37.5
	Grade 7	168	N/A	13.6	53.1	27.8	5.6	33.3
	Grade 8	139	N/A	24.6	44.8	25.4	5.2	30.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	100.0	19.9	45.5	32.1	2.6	34.6
	Grade 7	174	100.0	21.4	52.8	24.5	1.3	25.8
	Grade 8	177	100.0	27.2	54.9	13.0	4.9	17.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	153	N/A	26.3	40.1	20.4	13.2	33.6
	Grade 7	168	N/A	25.3	46.9	14.8	13.0	27.8
	Grade 8	139	N/A	27.6	54.5	11.2	6.7	17.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	100.0	14.7	36.5	33.3	15.4	48.7
	Grade 7	174	100.0	25.0	38.8	21.3	15.0	36.3
	Grade 8	177	100.0	22.8	56.2	15.4	5.6	21.0

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 515)				
Students enrolled in high school credit courses (grades 7 & 8)	7.8%	Up from 6.7%	14.4%	14.4%
Retention rate	0.2%	Down from 7.0%	2.3%	2.3%
Attendance rate	95.9%	Up from 95.6%	95.3%	95.2%
Eligible for gifted and talented	16.1%	Up from 14.8%	16.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.6%	Up from 18.3%	14.5%	14.1%
Older than usual for grade	8.2%	Down from 9.2%	4.7%	4.9%
Suspended or expelled	0.2%	Down from 3.1%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	65.8%	Up from 60.0%	46.4%	47.1%
Continuing contract teachers	71.1%	Down from 77.1%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.9%	Down from 83.3%	86.1%	84.3%
Teacher attendance rate	97.3%	Up from 95.7%	94.9%	95.0%
Average teacher salary	\$36,414	Down 2.1%	\$39,746	\$39,924
Prof. development days/teacher	13.5 days	Down from 17.9 days	10.1 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	21.2 to 1	Up from 19.2 to 1	21.5 to 1	21.0 to 1
Prime instructional time	92.5%	Up from 90.6%	88.9%	88.9%
Dollars spent per pupil*	\$5,873	Down 1.5%	\$5,699	\$5,854
Percent spent on teacher salaries*	57.5%	Down from 58.2%	62.3%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.0%	Up from 65.4%	94.6%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a very good year at Hillcrest Middle School. We have a safe, structured, nurturing environment that encourages excellence in achievement. We offer a challenging, relevant, standards-driven curriculum supported by a highly effective and efficient faculty and staff. The students participated in many service learning projects, extracurricular activities and numerous academic programs. Among our many accomplishments for the 2002-2003 school year included:

Highest Language Arts Scores in the county - 81% of students meeting standards
Highest Mathematics Scores in the county - 74% of students meeting standards
Moved from Average rating to Good rating on the last report card
Recipient of the Palmetto Pride Grant - one of only a few statewide winners
Recognized as a recipient of the Red Carpet Winner for a family-friendly environment
Two students were named Duke TIP Scholars for the 2002-2003 school year
The membership in the PTSA increased 300% from the previous school year
The Language Arts PACT assessment results were above the state average four consecutive years for all three grades.

Even though Hillcrest was above the state average in most areas of academic achievement, there is always room for improvement. Despite budget cuts that increased the student-to-teacher ratio, our dedicated faculty persevered to ensure a quality education for each child. Our "Math Moments" (MM) program continued to be utilized during "Wildcat Time" each day. To help improve reading achievement, the "Drop Everything And Read" (DEAR) program was moved to the beginning of the school day. The accelerated reader program, Reading Renaissance, will continue to be emphasized for all students. An "Early Bird" schedule continued to be utilized, which allowed early arrivals the opportunity to participate in a homework center, Skillsbank and Lightspan computer labs, intramural activities, and library research. Unit plans were developed over the course of the school year for each subject to ensure that the new state standards were being properly addressed. We hope to continue to increase PTSA membership for the 2003-2004 school year in order to increase parental involvement. Through the help of students, parents, and faculty, we can make the school's motto, "Believe, Achieve, and Succeed" a reality despite even more budget cuts. Hillcrest Middle School is certainly a great place to learn and grow.

Dr. Burchell Richardson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.